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ABSTRACT

A shorthand course designed to develop writing speed with the use of specialized vocabulary is outlined and described. Skill development in the nonshorthand elements of transcription (punctuation, spelling, grammar, and vocabulary building) is emphasized. Class activities are organized in conjunction with the textbook, "Gregg Shorthand for Colleges, Volume Two, Series 90." Suggested instructor and student materials, an explanation of the student evaluation system, an explanation of the course's instructional design, an outline of shorthand diagnostic activities, suggestions for classroom activities, a list of student performance objectives, a business vocabulary-builder quiz, and an evaluation instrument are included. (JW)

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Stark Technical College

SHORTHAND III

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SHORTHAND III

A developed course encompassing the competencies identified in the administrative area of the Secretarial Science Technology task analysis.

Submitted

to

Stark Technical College

Staff and Development Office

By

Ruth E. Lawrence

1982

COURSE DESIGN

SHORTHAND III #5005-1-034

CREDIT HOURS	CLASS HOURS	LAB HOURS
4 Credits	3 Class Hours	2 Lab Hours

PREREQUISITE:

Shorthand II

COURSE DESCRIPTION:

Further development of speed in writing with the use of specialized vocabulary. Transcribing techniques are emphasized.

COURSE RATIONALE:

Shorthand is a requirement for the executive secretarial position in taking dictation of correspondence, reports, speeches, instructions, telephone calls, minutes of meetings, etc. The study of shorthand is an entry level requirement for many office jobs due to the grammar skills learned in its study, due to the diligence and discipline required to learn it, and due to the expertise even its occasional use may provide.

This course will teach transcription skills with punctuation marks, spelling, grammar, typing style studies, and vocabulary building. Its goal is to develop the ability to accurately record and transcribe moderate speed dictation of letters and memos.

GENERAL LEVEL OBJECTIVES:

The general level objectives of this course are as follows:

A.) To teach the students to read and write Gregg Shorthand rapidly and accurately in the shortest possible time.

B.) To develop and improve the students' grasp--concurrently with the teaching of Shorthand--of the nonshorthand elements of transcription, which include vocabulary development, spelling, punctuation, grammar, and typing style.

Specifically, these objectives are as follows:

1. To review the principles of Gregg Shorthand.
2. To develop the student's ability to construct outlines for unfamiliar words under the stress of dictation.
3. To develop the student's dictation speed to the highest point possible.
4. To extend the student's knowledge of the basic nonshorthand elements of transcription.
5. To acquire in students the ability to transcribe mailable correspondence.
6. To teach the students to handle simple problems of office-style dictation.
7. To improve the student's skill in fast, accurate transcription.

COURSE ORGANIZATION:

The Shorthand III material is presented by subject and covers the areas of Sales, Education, Credit, Personnel, Government, Banking, Energy, Real Estate, Food, Automation, Travel, Transportation, Public Relations, Publishing, Advertising, and Insurance. There are five lessons in each of the 16 chapters. Shortcuts in the writing of shorthand words are introduced. The types of correspondence and the vocabulary used are appropriate to each of the above-mentioned subjects.

During the entire course, Shorthand dictation is given beginning with the speed of 60 words a minute, and progressing by the end of the course to 90 words a minute or more. Shorthand skill building is contained throughout, as well as transcription skills. Included are such things as brief forms and derivatives, phrases, shorthand word families, word beginnings and endings, vocabulary builder, grammar, spelling, punctuation, similar words drills, prefixes, and typing style studies.

A calendar following shows the order of presentation for each lesson as well as the suggested times for giving speed dictation and mailable letter dictation.

Please note that all Shorthand III courses (both day and night) should be coordinated to insure continuity of content and the same evaluation.

CALENDAR 10 Weeks--5 hours per week 50-Minute Sessions

WEEK					
1	Brief Form Review	1, 2	3 Page 438, Line 1	4, 5	6 M Page 438, Line 2
2	7, 8 Page 439, Line 1	9, 10 Page 439, Line 2	11, 12 Spelling Quiz	13 Page 440, Line 1	14 S Page 440, Line 2
3	15, 16	17, 18 Quiz Appendix	19, 20 M Fixed Dateline	21, 22 Quiz Phrases	23, 24 S
4	25, 26	27, 28	29, 30 M	31, 32 Quiz Vocabulary	33 S
5	34, 35	36, 37 M	38, 39 Quiz Spelling	40 S	41 S
6	42, 43	44, 45	46, 47 M	48, 49	50, 51 S
7	52, 53	54, 55 M	56, 57 Spelling Word List	58, 59 Quiz Spelling	60 S
8	61, 62	63, 64	65, 66 M Memo Form	67, 68	69 S
9	70, 71	72, 73 Quiz on Spelling Word List	74 M	75 S	76 S
10	77	78 M	79 S	80 S	S

M = Mailable Letters
S = Speed Dictation

STUDENT HANDOUT

SHORTHAND III #5005-1-034

Mrs. Ruth Lawrence
Office: #2007-T
Tel: 494-6170, Ext. 360

4 Credit Hours
5 Class meetings per week

Required course materials:

GREGG SHORTHAND FOR COLLEGES, VOLUME TWO, Series 90
" " " " " " WORKBOOK
" " " " " " STUDENT TRANSCRIPT
GREGG SHORTHAND DICTIONARY, SERIES 90
steno pads typing paper
pens lift-off correction film

Optional: Reference Manual

GRADING SCALES:

Three-Minute Dictation Speed Takes (97% Accuracy)

A - 90 wpm (8 errors)
B - 80 wpm (7 errors)
C - 70 wpm (6 errors)
D - 60 wpm (5 errors) will average 3 best takes

Mailable letters dictated at 60-70 wpm - 10 required

M (Mailable) Perfect letters
U (Unmailable) typing error, misspelled word, omitted word, punctuation error, capitalization error, sloppy correction, unbalanced margins, etc.

A - 10 mailable letters
B - 9
C - 8
D - 7

Grade for quarter: 1/3 - Speed Takes

1/3 - Homework, Workbook, Quizzes, Mailable Letters, etc.

1/3 - Required Comprehensive Final Exam

COURSE OUTLINE:

Each chapter contains a cycle of word-building or phrasing drills that provides a quick, intensive recall of the important elements of Gregg Shorthand. In each chapter, the first lesson concentrates on brief forms; the second lesson concentrates on useful business-letter phrases plus a drill on cities, states, and other geographical expressions; the third lesson is devoted to Shorthand word families; the fourth lesson contains an intensive drill on word beginnings and endings, while the fifth lesson in each chapter contains a Shorthand vocabulary builder that provides drills on major principles of Gregg Shorthand--blends, vowel combinations, omission of vowels, etc.

There is no content breakdown of topic information. However, the vocabulary used and letter contents are appropriate to the subject of concentration in that particular chapter.

Transcription skills likewise are contained in each chapter. They are as follows: Spelling (marginal reminders, and spelling families); Punctuation; Vocabulary Development (business vocabulary builders, similar-words drills, common prefixes); Grammar Checkups; Typing Style Studies; Office-Style Dictation.

Appropriate shortcuts in the writing of Shorthand words are demonstrated and practiced when these words occur in the Shorthand material. These shortcuts are listed in the instructor's manual and may be supplemented as the appropriate words appear in the dictation and text writing material.

COURSE RESOURCES:

Instructor Materials

Textbook - GREGG SHORTHAND FOR COLLEGES, Volume Two, Series 90 (37754-5)

Instructor's Handbook (37758-8)

Student's Transcript (37755-3)

Workbook (37756-1)

Key to Workbook (37757-X)

GREGG SHORTHAND DICTIONARY, Series 90 (24482-0)

Gregg Tests & Awards Books

SHORT BUSINESS LETTERS FOR DICTATION & TRANSCRIPTION, Charles E. Zoubek (73075-X)

Stopwatch

Steno pad

Current Newspaper and Magazine Articles on Secretarial Work

Audio Visuals

GREGG SPEED DEVELOPMENT TAPE LIBRARY + Tape Player

Student Materials

Textbook GREGG SHORTHAND FOR COLLEGES, Volume Two, Series 90

Workbook

Student's Transcript

GREGG SHORTHAND DICTIONARY, Series 90

Reference Manual

Steno pads (one for class work, and one for home work at all times)

Pens (blue or black, not colored, not felt tip)

Correction film

Typing paper

School typewriters

Resource People

Ruth E. Lawrence	-	Instructor Secretarial Science Technology Stark Technical College
Betty Jean Morford	-	Department Chairperson Secretarial Science Technology Stark Technical College
Elizabeth Rodgers	-	Instructor Senior Steno Intensive Office Education McKinley Senior High School Canton, Ohio

EVALUATION SYSTEM:

Of the various evaluation activities, the dominant one is the transcription of Shorthand speed dictation. Dictation is given for three minutes at a speed rate of 60, 70, 80, and 90 words per minute. An error allowance of 3% is permitted, and the grade assigned is based upon a predetermined scale as follows:

90 wpm (8 errors) - A (97% accuracy)
80 wpm (7 errors) - B
70 wpm (6 errors) - C
60 wpm (5 errors) - D

Speed takes may be given once each week, and they will count as 1/3 of the final grade average.

The next 1/3 of the final grade is composed of Mailable Letters, quiz grades, workbook grades, homework, transcribing rate, etc., with the percentage applied to each at the instructor's discretion. Since Mailable Letters would be the main skill assessing activity, ten Mailable Letters are required. Approximately 100 words should be dictated at 60 words a minute during the first five weeks, and at 70 words a minute during the last five weeks. If ten are not completed, then the following grading scale applies:

10 - A
9 - B
8 - C
7 - D

A letter would be considered unmailable if it contains a typing error, misspelled word, omitted word, punctuation error, capitalization error, omitted letter part, incorrect expression of numbers, sloppy correction, unbalanced margins, etc. Substitution of words, if the meaning is the same, is acceptable. Since the dictation speed is at a comfortable level, this is a true expression of the student's knowledge and transcription skill.

Quiz questions should be limited to 25 - 35 questions, with the following scale appropriate:

0, -1 - A
-2 - B
-3 - C
-4 - D
-5 - F

The scale may be adjusted if more answers are involved.

Transcribing rate may be used occasionally to prompt the students to do faster work. Transcribing may be used to check preparation of homework; it may also be used when transcribing dictated material, although the scores may be considerably lower. If used, the following scale applies:

32 wpm and up - A
28 - 31 - B
25 - 27 - C
22 - 24 - D

It is desirable that students read at 200 words a minute, although grades are not necessary here. With this as a standard, it is one way of checking adequate homework preparation.

Summarizing the evaluation briefly, it is as follows:

1/3 Speed takes

1/3 Mailable Letters, Quizzes, Workbook, Homework, etc.

1/3 Required Comprehensive Final Exam

INSTRUCTIONAL DESIGN

DESIGN EXPLANATION:

As previously noted, class sessions for Shorthand III are structured according to the lessons developed in GREGG SHORTHAND FOR COLLEGES.

During this stage the students should have opportunities to expand their vocabulary levels and to recycle through the system parts--alphabet, brief forms, and theory elements. Since transcription is the culminating experience, it should include the production of usable copy of letters and memos at an acceptable production rate. Emphasis is also on improving the writing of Shorthand at increasingly higher rates of speed, and the transcription of it with 97% accuracy required (Speed dictation and transcription).

Constant emphasis on proofreading is necessary.

The final activity involves office-style dictation with techniques for correcting Shorthand notes to reflect transpositions, deletions, insertions, changes, and restorations.

During the presentation of the 80 lessons in Shorthand III, the instructor has the responsibility for bringing variety into the daily lessons. For example, reading from the shorthand homework notes may be concerted, by groups, by partners, or by individuals. The amount read may be a sentence, a paragraph, an entire letter, reading for a specified time limit, or to a certain number in the superscripts of the student transcript.

For speed building purposes, there are several writing techniques to provide variety. Among these are air writing, dry penning, tracing or shadow writing, scribble writing, shadow writing over homework notes

while taking dictation, copying the shorthand on every other line then filling in the blank lines below during dictation in class.

Likewise, dictation may be varied. Among the methods possible to vary the dictation are the One-Minute Plan, the Pyramid Plan, and the broken record style (with words repeated). Dictation may be repeated several times at increased rates or later with minor changes. These and other plans are described in shorthand teaching methods publications.

Each of the above-mentioned items may be used at various times. They are general techniques and would be appropriate in all lessons, all units, and at any time during the training. Since skill in taking dictation is being developed during the entire course, these would not be limited to any subject area, but would apply to every and all subjects presented.

It may be helpful to provide some shorthand diagnostic activities. The advantages of using diagnostic activities in shorthand are as follows:

1. Individualization of student needs.
2. Identification of group needs.
3. Identification of behavioral objectives--both individual and group.
4. Ease in designing class activities to achieve specific objectives.
5. Student understanding of objectives and commitment to achievement.
6. Student acceptance of classroom activities as related to purpose and ultimate objective of the course.

The following is an outline of shorthand diagnostic activities which may be used:

I. Theory Test (Use words representing shorthand principles from Recall Drills in textbook.)

II. Brief Form Test

III. Reading and Transcription from Homework

A. Procedure
   1. Students read to each other in pairs for one minute.
   2. Students transcribe on typewriter for 5 minutes.

B. Evaluation
   1. Reading rate: total words read in one minute, or the number of minutes specified.
   2. Transcription rate: Total words transcribed less omissions and transcription errors ÷ total minutes.

IV. Reading, Writing, and Transcription from Dictated Material

A. Procedures
   1. Teacher dictates material.
   2. Students read from shorthand notes for one minute, or for specified time or length.
   3. Students transcribe for 5 minutes, then draw a line to indicate point reached in this period of time.
   4. Students complete the transcription.
   5. Students proofread transcripts and code their errors (See analysis chart in Handouts section)
   6. Students compute their reading, transcribing or dictation rates.
   7. Students compile a score sheet summarizing results.

B. Evaluation
   1. Reading rate: total words read in one minute; or total words read ÷ total minutes.
   2. Transcription rate: Total words transcribed less omissions and transcription errors ÷ total minutes.
   3. Dictation rate: Total words dictated ÷ total minutes.
   4. Analysis of errors.

Diagnostic activities may be used as the teacher determines that diagnosis is necessary, e.g., once a week, once a month, etc.

In order to overcome shorthand learning problems, students and teachers must identify exactly what the problem is for each. Once a diagnosis has been made, students and teachers should act to solve the problems by carrying out the activities prescribed for the particular ailment. Some suggestions for classroom activities are as follows:

A. Theory drills:

1. Have theory recall drills recorded on cassettes. Students write words as they are said. Stop after each group of ten words. Have students check work from teacher-prepared transparencies or textbook. Repeat. Go on to next ten words.
2. Have brief forms recorded on cassettes. Students write words as they are said. Stop after each group of ten words. Have students check work from teacher-prepared transparencies or textbook. Repeat. Go on to next ten words.
3. Have most frequently used phrases recorded on cassettes. Students write phrases as they are said. Stop after each group of ten phrases. Have students check work from teacher-prepared transparencies or textbook. Repeat. Go on to next ten phrases.
4. Follow the same procedure for cities, states, shortcuts, word endings and word beginnings (both joined & disjoined).

B. Reading Drills:

1. Have students work in pairs using homework notes or classroom dictation notes. Have one student read for one minute with the other student prompting. Record rate; then have the students reverse roles.
2. Have each student read for one minute using homework notes or classroom dictation notes. Record rate.
3. Have students work in pairs. Have one student read brief forms from shorthand outlines (plate inside back cover of textbook) with other student prompting. Teacher calls periods of time in minutes: 1, 1¼, 1½, etc. Record time; then have students reverse roles.
4. Have students work in pairs. Have one student read recall drills with the other student prompting. Teacher calls periods of time in minutes: 1, 1¼, 1½, etc. Record time; then have students reverse roles.
5. Have students work in pairs. Have one student read most frequently used phrases with the other student prompting. Teacher calls periods of time in minutes: 1, 1¼, 1½, etc. Record number of phrases read. Have students reverse roles.

TRANSCRIPTION ACTIVITIES

A. Incorrect shorthand written--use all the previous to improve knowledge of theory and reading rate.
B. Words transcribed incorrectly--use all of the above drills to improve knowledge of theory and reading rate.
C. Word omitted--use speed building cassettes.
D. Words misspelled (students are allowed to look up words in their word division manuals or dictionaries)--
   1. Have word finding drills using word division manuals.
   2. Have spelling tests on most frequently misspelled words.
E. Punctuation and capitalization
   1. Dictate material containing punctuation and capitalization principles which are to be learned, then have students use a red pen to insert punctuation and capitalization symbols. (Circling punctuation marks may also be used) Calling on students at random, have them give reasons or rules for punctuation and capitalization.
   2. For problems with punctuation, capitalization, and grammar, there are commercially prepared lessons which have been put on cassettes. (These are not in our library at present time.)
   3. Use workbooks especially prepared to correspond with shorthand textbooks as homework activity or classroom activity. Test on material presented in workbook.
F. Typographical errors--for typographical errors, as well as overall improvement in transcription, have students transcribe from textbook, from homework notes, or dictation notes. Let students determine how much transcription is needed for improvement and suggest practice outside of class.

DICTATION ACTIVITIES

A. Have students write shorthand for homework from transcript of textbook, newspaper, television, radio, etc. Let students decide how much of this activity is needed for improvement. Teacher may want to keep a record of number of pages of shorthand each student has written and count this as extra point work.
B. Have students take dictation from speed building tapes at speeds at least 20 wpm faster than the course goal for a grade of "A."
C. A testing procedure which is prescriptive as well is to give only one dictation take, instead of three or more, and have all students take the same rate. The rate of dictation should be the class goal for a grade of "A." For example, if the class goal for a grade of "A" is 90 wpm, dictation should be given to all students at 90 wpm. Students should transcribe their notes even though the notes are incomplete. Papers are scored by counting the actual number of words students have transcribed and dividing by the length of the take (number of minutes). Students will have achieved dictation rates of 65 wpm, 83 wpm or 92 wpm, etc.

PERFORMANCE OBJECTIVES:

Upon completion of the Shorthand III course, the student will

1. Record practiced matter dictated at 60 to 100 words a minute for three minutes and new matter of average difficulty dictated at 60 to 90 words a minute.
2. Proofread letters and paragraphs typed plus correct errors with 100% accuracy.
3. Transcribe these takes on the typewriter in usable form at first trial at a minimum transcription rate of 22-32 words a minute with 97% accuracy.
4. Record matter dictated at uneven rate, including "spurt dictation" and office-style dictation with 97% accuracy.
5. Read from Shorthand home work notes, and from dictated material at a rate from 150 to 200 words a minute and up.
6. Take dictation of familiar as well as new letters dictated at 60 to 70 words per minute with 100% accuracy.
7. Transcribe acceptable memos and mailable letters using various letter styles with 100% accuracy.
8. Possess a cooperative attitude towards others, expressed in courtesy to other members of the group and an awareness of their rights; in independent work habits that preclude the borrowing of supplies, asking for help in reading notes, etc.; and in assuming responsibility for maintaining their work stations and leaving them in acceptable condition.
9. Apply the rules for the use of the punctuation marks as presented in the textbook.
10. Apply the rules for English usage and grammar as presented in the textbook.

11. Understand words and their correct use in correspondence and reports.
12. Transcribe notes requiring correction or special attention in acceptable form at a reasonable rate of speed, the actual rate to be determined by the situation.
13. Habitually apply job skills learned in class to daily shorthand work: keeping a neat notebook, with used pages separated from the unused pages by a rubber band; dating each day's dictation; marking with a light vertical line the dictation that has been transcribed; indicating by means of a paper clip or special mark those letters to be transcribed first; marking dictated matter to indicate insertion of material; and other miscellaneous job skills that make up the know-how of secretarial work.
14. Understand the personal traits and attitudes required for success in secretarial work.
15. Apply language arts skills, including spelling, grammar, word usage, punctuation, capitalization, and editing, as presented in the textbook.
16. Use specialized vocabulary as presented in the various chapters.
17. Take notes given for instructions and follow the instructions.
18. Record the shortcut forms presented and integrate them into usable shorthand vocabulary.

ORGANIZATION

Since there is no unit organization, the total of 80 lessons should be covered. There should be coordination between the learning in the typing classes, and application of that knowledge relating to correspondence. For mailable letters, various letter styles may be specified for the letters transcribed during each two-week period, e.g., block style, open punctuation; or modified block style, mixed punctuation. Spelling should always be emphasized and reviewed. Punctuation also should be noted and understood. Shortcuts for the shorthand forms should be presented as they occur in the writing material.

For grammar instruction, similar words presented may be the following:

advice, advise
affect, effect
between, among
billed, build
choose, chose
fair, fare
farther, further
forward, foreword
prominent, permanent
quite, quiet, quit
real, reel
suite, suit
through, thought, though

Punctuation marks presented should be

Apostrophe
Comma AND omitted
Comma apposition
Comma AS clause
Comma conjunction
Comma IF clause
Comma in numbers
Comma Introductory
Comma Nonrestrictive
Comma Parenthetical
Comma Series
Comma WHEN clause
Comma with geographical expressions
Period courteous request
Hyphens
Semicolon no conjunction

Typing Style Studies should be presented on the following:

Addresses in sentences
Amounts of money
Capitalization - company names
divisions in an organization
compass points
Dates
Letter placement - short letters
average letters
memorandums
Mailability
Numbers
Time
Floating Dateline placement (review)
Fixed Dateline placement (new)

CLASS ACTIVITIES

The Calendar indicates a suggested schedule of presentation of the 80 lessons to be covered. It is the instructor's choice regarding what letters are to be copied for homework when two lessons are assigned. All lessons contain spelling and vocabulary review, which should be gone over in class. Since the lessons are organized according to subject in five-lesson groups, we find that the lesson theory emphasis is similar in each unit. Therefore the items mentioned here under Class Activities are those items for extra emphasis or those items added to the textbook presentations. They are listed according to weeks, and may be used during the weeks following also.

Weeks 1 and 2

Safety instructions regarding electric cords on floor, etc.

Introduction to new typewriters (parts, end of paper guide, etc.)

Review and practice squeezing & spreading letters.

Review and practice paper realignment

End of period instructions - turn typewriter off, clear work station, place chair under desk, etc.

Brief Form Review

Appendix joined and disjoined word beginnings and endings

Modified block letter form, mixed punctuation

Shortcuts

Floating Dateline placement

Weeks 3 and 4

Appendix joined and disjoined word beginnings and endings

Review block letter form, open punctuation

Introduce fixed dateline placement

Estimate number of words in the body of a letter taken during dictation

Quiz on Appendix

Quiz on Business Vocabulary Builder

Shortcuts

Spelling

Vocabulary

Weeks 5 and 6

Spelling

Vocabulary

Shortcuts

Review basic brief forms

Introduce Spelling Word List of 100 Commonly Misspelled Words

Weeks 7, 8, 9, and 10

Spelling

Vocabulary

Shortcuts

Introduce Memorandum form and use this in mailable letter dictation

Quiz on list of 100 Commonly Misspelled Words

Introduce office style dictation --
short deletions
short insertions & changes
restorations
transpositions

The majority of class time should be spent in shorthand skill building. Therefore, much dictation should occur with a minimum of reading back. Constant repetition of theory words, spelling, shortcuts, etc. is needed to get them incorporated into the student's everyday shorthand vocabulary.

Occasional quizzes should be given, but the majority of the testing consists of speed dictation for transcription and the mailable letter dictation for transcription.

SHORTHAND III

HANDOUTS

NAME_____

SHORTHAND III QUIZ - BUSINESS VOCABULARY BUILDER (LESSONS 1-30)

_____	facade	1. agreed to by all
_____	innovations	2. considerable; major
_____	assets	3. the front of a building
_____	substantial	4. powerful
_____	unscrupulous	5. a distinguishing trait or quality
_____	radical	6. relating to financial matters
_____	adjacent	7. harmful
_____	unanimously	8. eliminated; erased
_____	dynamic	9. to distribute
_____	retroactive	10. to pay back
_____	rescind	11. new ideas, methods, or devices
_____	detrimental	12. resources, property that can be sold for cash
_____	compatible	13. to take back; to cancel
_____	tenure	14. extreme; unusual
_____	fiscal	15. to respond in the same manner
_____	facilitate	16. to make easy
_____	rectify	17. ten years
_____	rigorous	18. related; in harmony
_____	compulsory	19. to correct; to set right
_____	decade	20. to be made effective as of a preceding date
_____	disseminate	21. to take possession or control of
_____	reciprocate	22. next to
_____	characteristic	23. not enough; insufficient
_____	deleted	24. a term of holding a position
_____	reimburse	25. required; enforced
		26. exact, demanding, extremely accurate
		27. lacking in moral integrity
		28. to increase in degree; to aggravate

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SHORTHAND III

EVALUATION INSTRUMENTS

NAME _____

Date	Number Acceptable	Number Transcribed	Content Errors			Typing Related Errors			Language Arts Errors					
			Omitted Word	Inserted Word	Wrong Word	Stroking/proofreading	Placement	Unacceptable Correction	Spelling	Capitalization	Expression of Numbers	Word Division	Comma	Other Punctuation (Specify)

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